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Designed to serve as a guide for the use of college supervisors, cooperating teachers, and administrative personnel in directing student teaching programs, this pamphlet explores the nature and value of student teaching; the roles and responsibilities of the student teacher, cooperating teacher, college supervisor, and cooperating school administrators and staff; the relationship between the student teacher and cooperating teacher and between the college supervisor and cooperating teacher; the preparation of the student teacher for the evaluation process; the uses of conferences; and the preparation and use of written reports and records. A 17-item list of selected references is included. (SM)

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GUIDING STUDENT TEACHING EXPERIENCES

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ASSOCIATION FOR STUDENT TEACHING
1201 Sixteenth Street, N. W. · Washington, D. C. 20036
1968

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THE ASSOCIATION FOR STUDENT TEACHING

a Department of the National Education Association

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Foreword

In 1951, the Association for Student Teaching published *Guiding Student Teaching Experiences,* by Kathryn Feyereisen and Verna L. Dieckman, as its first bulletin. Over the years that bulletin has been reprinted several times and has been of considerable help to supervising teachers.

In February 1966, the AST Bulletins Committee decided that the process of guiding student teaching should be re-examined in a bulletin which would summarize current thinking on this important topic. Dr. Pauline Hilliard and Dr. Charles L. Durrance of the University of Florida were asked to perform this task.

The Association for Student Teaching wishes to express its sincere appreciation to the authors of the 1951 edition as well as to the authors of the current publication for their significant contributions at great personal sacrifice to the furtherance of the purposes of this organization.

It is hoped that this revised bulletin will be of assistance to professional personnel who seek to provide quality experiences for prospective teachers.

WALTER B. MATHEWS, *Co-Chairman,*
AST Publications Committee

ALEX F. PERRODIN, *AST Bulletins Editor*

Preface

Those responsible for guiding student teaching experiences are inevitably concerned with a basic core of questions the resolution of which tends to condition the quality of such experiences. It seemed appropriate for this bulletin to delineate these questions and present brief summary statements of approaches that might prove to be feasible means of beginning depth study into the complex task of guiding student teaching experiences.

The bulletin had its genesis in the first bulletin of the Association for Student Teaching, *Guiding Student Teaching Experiences,* by Kathryn Feyereisen and Verna L. Dieckman, published in 1951. Many of the topics explored by Feyereisen and Dieckman are given primary consideration in this publication, with deliberate attempts to reexamine them in light of developments that have occurred since 1951.

In the process of organizing the present material, we utilized two sources with which we have been closely involved over a period of years as a result of our participation in the student teaching program at the University of Florida: *Suggestions for the Cooperating Teacher,* edited by Aleyne C. Haines; and *Guidelines for Student Teaching in Florida,* issued in 1966 by the Florida State Department of Education.

In making decisions about the format to be utilized, we drew heavily on firsthand experience with the material assembled by Dr. Haines. Many supervising teachers were involved in identifying the areas of concern discussed in her booklet. Also, her question-discussion format was approved by many college and public school personnel as an easily accessible source for providing assistance in working through situations which tend to arise in guiding student teaching experiences.

This bulletin is not intended to be prescriptive. Rather, it is presented as a resource and guide for adaptation and experimentation. It presents information and suggestions as partial answers to questions which are of concern primarily to college supervisors and to supervising teachers and administrative personnel in cooperating student teaching centers. We hope that it will make its unique contribution by emphasizing to all concerned with the student teaching process that student teaching is a cooperative endeavor.

PAULINE HILLIARD
CHARLES L. DURRANCE

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STUDENT TEACHING IN THE TEACHER EDUCATION PROGRAM

Guiding student teaching experiences is a highly complex task for which no simple answers and certainly no prescriptive answers can be given. Admittedly, the quality of the student teaching experience depends upon numerous variables. Many of such variables can be controlled only by the cooperating college and its cooperating student teaching centers within the frame of reference of the college's philosophy of teacher education. Nevertheless, an analysis of the literature devoted to student teaching and of the shared perceptions of persons responsible for designing effective programs of teacher education does tend to identify a core of questions of continuing concern to college supervisors and to administrators and supervising teachers in the student teaching centers. There is evidence that the measure of success attained in guiding the student teaching experience is directly related to the ways in which these questions are resolved.

Each of the questions has appeared innumerable times in the literature devoted to student teaching and has been discussed at great length in conferences and seminars focused upon problems and issues in teacher education. Detailed analyses of the questions and issues involved are available to college personnel and personnel of the cooperating schools who desire to become increasingly knowledgeable about the extent and nature of their responsibility for the student teaching process. However, in order to set the stage for depth study and perhaps to provide incentive for experimentation and innovation, this core of questions is delineated and a series of summary statements presented for consideration by professional personnel involved in the cooperative endeavor of improving the quality of teacher preparation.

What Are the Values of Student Teaching?

"Student teaching is almost universally accepted as the most dynamic phase of teacher education."[1] Statistics reveal that currently more than 150,000 regular classroom teachers cooperate with nearly 1,200 colleges to provide student teaching experiences for more than 200,000 students.[2]

While serious questions are being raised in many quarters about the effectiveness of student teaching as it is being practiced today, those responsible for the preparation of teachers see in the student teaching process a most valuable resource for helping the prospective teacher become a student of teaching.

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[1] National Education Association, National Commission on Teacher Education and Professional Standards. *Who's in Charge Here? Fixing Responsibilities for Student Teaching.* Discussion Paper. Washington, D.C.: the Commission, 1966. p. 1.

[2] *Ibid.*

As the student teaching situation fulfills its function as a professional laboratory, attention is focused upon helping the student teacher to bridge the gap between theory and practice. It is expected that in the process of bridging this gap the student teacher, through the cooperative endeavors of college and public school personnel, will acquire increasing skill in the areas of diagnosis and analysis.

The student teaching experience, if it occurs in a clinical climate, does provide valuable means for guiding the student teacher's growth through a carefully planned sequence of activities which enables him to—

- Clarify his understandings of the purposes, development, programs, and administrative organization of the American system of public education.
- Broaden his understanding of curricular practices.
- Deepen his understandings of the principles of human growth and development and the learning process.
- Become sensitive to the social patterns of a school community and discover through firsthand experiences ways of improving curriculum for pupils by effective use of community resources.
- Develop wholesome professional attitudes toward members of the teaching profession.
- Identify his strengths and weaknesses in the wide spectrum of competencies associated with effective teaching.
- Become increasingly resourceful and creative in planning, developing, and evaluating effective learning experiences for and with pupils.

What Is the Length and Nature of the Student Teaching Assignment?

A student teacher is placed in a selected teaching situation for a block of time which usually ranges from nine to eighteen weeks in order that he may assume gradually the responsibilities of teaching and gain firsthand experience in the various aspects of the school program. He is expected to participate in the professional activities of his supervising teacher whenever appropriate and to take advantage of many opportunities for participation in school and community events.

In most situations, no additional college study may be scheduled by a student during the student teaching assignment. Seminars, however, organized by college personnel, are often viewed as an integral part of the student teaching assignment. These may be either campus or field seminars, or both.

What Are the Purposes of Seminars?

Seminars in some colleges are conducted on the campus, while in others the college supervisor meets at an off-campus center with groups of student teachers and their supervising teachers. These seminars provide opportunities for student teachers to clarify their understanding of their responsibilities, to seek help on personal and professional problems, to plan and evaluate their experiences, and to share ideas and materials with other student teachers.

Seminars are usually organized on a workshop basis, with time for general sessions and small-group and individual activities. The college supervisor, working with the supervising teachers and student teachers, plans an agenda that will provide specific help on problems of concern to a given group of student teachers. Resource persons may be invited to participate.

The several seminars held during the student assignment may have varying focal points. A pattern common in many programs would be as follows:

- An initial seminar is organized to provide orientation to student teaching by clarifying relationships and responsibilities, expectations, and ways of getting started in the role of student teacher.
- A midterm seminar is organized to provide opportunities for students to share teaching experiences, with an exchange of ideas on problems of pupil behavior and curriculum practices, and to project ways and means of improving student teaching performance during the latter part of the term.
- A final seminar is organized to provide depth analysis of the student teaching experience in order to aid students in the identification of their strengths and weaknesses, and to help them project ways and means of correcting identified weaknesses, either through continued formal study or through in-service programs.

What Supervision Is Offered by the College?

A college supervisor works with the student teacher throughout the term to offer instructional help and guidance and to share in decisions affecting the student teacher in the school. The college supervisor makes regular visits to the school. In some programs this may be weekly; in others the visits may be every other week or in accordance with a mutually acceptable plan. He should be available to observe the student's teaching and to hold conferences with the student teacher, supervising teacher, and principal. At times, group meetings may be scheduled to include additional personnel.

The college supervisor's central purposes are to share with the supervising teacher the guidance of the student teacher's progress and to

facilitate the overall student teaching program in any desirable way by functioning as—

- A liaison person between the cooperating school and the college.
- A supervising instructor for the student teacher.
- A co-worker with the principal and supervising teacher in the guidance and analysis of the student teaching experiences.[3]

ROLE OF THE PRINCIPAL

The principal is the educational leader in his school. He sets the overall tone of the school, and his conception of what constitutes a good school will determine the range of laboratory experiences possible for the student teaching program. Supervising teachers need the kind of assistance the principal can give in interpreting what the college desires in providing a good experience for the student teacher. The example he establishes in guiding his own faculty and the assistance he provides for the student teacher contribute greatly to the quality of the student teaching experience.

What Are the Responsibilities of the Principal to the Student Teaching Program?

- Exercise leadership in establishing a school climate which fosters optimal development of the student teaching program.
- Participate in the selection of qualified supervising teachers by identifying teachers who—
  - Have had successful teaching experience.
  - Hold proper certification in the teaching field in which they will be expected to supervise a student teacher.
  - Have desirable personal qualities and professional competence.
  - Have had preparatory study in the supervision of student teaching or are willing to enroll for such study.
- Assume an active role with the supervising teacher in planning the student teaching experiences.
- Give assistance and support to the student teacher in the developing of appropriate professional relationships with the faculty, staff, pupils, and community.
- Acquaint the college supervisor with school policies.
- Be informed at all times about the progress of the student teacher.

How Can the Principal Assist in Creating Favorable Attitudes in the School and Community Toward the Student Teaching Program?

- Point out to concerned persons the values of the student teaching program for strengthening the school's in-service education program by showing that it has the potential to—

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[3] Haines, Aleyne C. *Guiding the Student Teaching Process in Elementary Education.* Chicago: Rand McNally, 1960. p. 37.

Provide opportunities for teachers to develop their supervisory skills.

Provide frequent contacts with curriculum specialists from the cooperating college.

Bring to the ongoing program of instruction many new ideas for improving curricular practices.

- Point out to concerned persons that participation in the student teaching program provides a valuable means of recruiting new teachers for the school system through a controlled screening process.
- Impress upon the total faculty the significance of the involvement of the school in the important task of the professional preparation of teachers.
- Help pupils to understand the role and function of the student teacher.

How Can the Principal Work Effectively with Student Teachers?

- Accept the student teacher as a participating member of the faculty.
- Work with the supervising teacher to plan a balanced sequence of experiences for the student teacher that would include, in addition to experiences in the program of the supervising teacher, opportunities to—

  Observe other teachers working with children and youth in carefully selected situations.

  Interview personnel concerned with both administrative and supervisory responsibilities.

  Participate in school-community activities.
- Safeguard the student teacher from being exploited by the school for services for which he would have little readiness or need.
- Provide the student teacher with copies of teachers' editions of basal textbooks and curriculum guides.
- Provide a faculty mailbox and a teacher's desk for the student teacher.
- Inform the student teacher about school policy and interpret his role in—

  Enforcing limits of freedom in the classroom as defined by school policy.

  Establishing and maintaining professional relationships in the school and in the community.

  Assuming delegated responsibility for school records.

  Working cooperatively with the supervising teacher to develop a sound instructional program.

Does the Principal Approve the Use of the Student Teacher as a Substitute Teacher?

The purpose of student teaching is not to have the student teacher act as a substitute teacher, for he has no legal responsibility. He is in the school for guidance in gradually assuming teaching responsibilities. Any exceptions about substitute teaching must be agreed upon by the principal, the supervising teacher, and the college supervisor and planned most carefully. Care should be exercised that student teachers are not exploited unintentionally.

FACULTY RESPONSIBILITY

It has been found that where the faculty has shown concern for the student teaching program everyone has profited. Because of the influence of all faculty members in creating a total school environment for the professional growth of student teachers, it is essential that each faculty member define his role and function in the student teaching process.

What Preparation Can the Faculty Make Before the Student Teacher Arrives?

- Discuss in faculty meetings the importance of the student teaching program and faculty responsibilities for implementing the program.
- Announce the coming of the student teacher by placing a reminder on the bulletin board for teachers.
- Welcome the student teacher to the school faculty with a letter or through informal contacts.
- Plan news items for the press concerning the arrival of the student teacher, the purpose of the student teaching program, and the contributions which the program can make to the school.
- Inform pupils that they have been *chosen* to have a student teacher and that they can expect many benefits from his involvement in the school's program.
- Emphasize that the student teacher is another teacher.

How Can the Faculty Get Acquainted with the Student Teacher?

- Appoint a small committee to talk with the student teacher about use of materials and policies of the school.
- Delegate a small committee to introduce the student teacher to other teachers in the school.
- Plan an informal get-together in which the student teacher can meet the faculty.

What Are Some of the Professional Responsibilities of the Faculty?

- Accept the student teacher as the "new teacher":
  Include the student teacher in staff meetings as an observer and as a participant when appropriate.
  Invite the student teacher to meet with and participate on curriculum committees.
- Provide opportunities through the principal for the student teacher to observe, when appropriate, in situations other than those directed by the assigned supervising teacher.
- Avoid asking the student teacher to take sides on controversial issues that are under debate within the school or school system.
- Invite the student teacher to attend meetings of professional organizations.
- Recognize and accept total school responsibility for the preparation of future teachers.
- Show loyalty to co-workers, especially in all situations in which there is involvement by the student teacher.

THE SUPERVISING TEACHER AND THE STUDENT TEACHER GET STARTED

"Getting started" in any new endeavor tends to pose difficulty. The supervising teacher needs to recognize that if he has fears about absorbing another adult in an ongoing program, such fears are compounded on the part of the student teacher. This attitude is a good beginning for student teaching. It is also important for the supervising teacher to realize that even though every attempt is being made to establish the student teacher in the role of a teacher, the student teacher sees himself basically in the role of a student and the supervising teacher in the role of the instructor. This in itself is not a distortion of the situation, for the student teaching assignment is an internship. The key to the problem is in the interpersonal relationship which the supervising teacher primarily controls; it is the acceptance of this role dilemma of the student teacher as normal. As the internship progresses, the student teacher is able to conceptualize his role as a teacher while continuing to look to the supervising teacher for instructional assistance.

How Do Many Teachers Feel About Working with a Student Teacher for the First Time?

Mostly apprehensive! Many teachers are concerned about the possibility of failing to give the student teacher the help and experience to which he is entitled. Teachers are anxious about possible conflicts in regard to personality, curricular practices, and attitudes about children and youth which may arise when the student teacher enters the scene.

On the other hand, there is an eagerness on the part of most teachers to share with the student teacher some ideas which have come from their teaching experience and a willingness to contribute to the preparation of a future colleague. Also, they usually anticipate gaining many new ideas for improving their program through association with the student teacher.

What Can a Supervising Teacher Do To Prepare for the Arrival of a Student Teacher?

The extent to which the student teacher is made to feel welcome in the school determines to a considerable extent the quality of the experience he will have. Consequently, it is important that adequate preparation be made in the school and in the community for his arrival. It is equally important that the student teacher's status as a teacher be established before he comes and be maintained throughout the student teaching period. The following suggestions for making preparations for the arrival of the student teacher are offered:

- The supervising teacher should prepare his pupils for the arrival of the student teacher by seeking to develop with them—

  An understanding of the purposes of student teaching.
  An acceptance of the student teacher as a teacher.
  The expectation that a student teacher can make worthwhile contributions to the school program.

- It is helpful if the supervising teacher introduces the student teacher to the other members of the faculty and school staff and works with the principal to see that the student teacher is introduced in faculty meetings and is included in events that are taking place in the school.
- Many student teachers have reported on the value of having a desk or table of their own in the room, preferably in the same general location as the teacher's desk.
- One of the problems facing most student teachers is the extent of authority they will have. The initial experiences are likely to be more successful if the supervising teacher and student teacher discuss problems involved in delegating responsibility and reach agreements on their respective roles.
- The supervising teacher should give the student teacher an overall picture of what he is trying to accomplish with the pupils, remembering that to the student teacher the mass of material to learn is often enormous.
- Very early in the program the supervising teacher, with the help of the principal, should interpret for the student teacher the policy governing the use of school facilities and the policies with regard to school records and reports.

- It is important for the supervising teacher and the student teacher to plan for some early participation in class activities. From the first day there are activities a student teacher can direct and direct well.

How Can the Supervising Teacher Develop Conditions of Teaching That Will Provide Opportunities for the Student Teacher To Develop Confidence?

- Allow the student teacher to share in the setting of goals for the instructional program.
- Assist the student teacher in setting realistic standards of performance for himself and the pupils.
- Provide for the student teacher's gradual induction into teaching responsibilities, beginning with routine tasks and proceeding into the more advanced phases of teaching.
- Permit the classroom routine to vary to provide for the student teacher's special needs and abilities.
- Encourage the use of wise experimentation on the part of the student teacher.
- Encourage creative thinking and planning by pupils and the student teacher.
- Stress the importance of the student teacher's assuming the obligation for planning carefully but creatively for teaching responsibilities.
- Look upon the student teacher's talents and individual contributions as assets to the whole program.
- Analyze with the student teacher teaching situations which he has observed.
- Help the student teacher feel accepted and respected, keeping in mind that over-solicitude on the part of the supervising teacher may show lack of real acceptance.

What Can the Student Teacher Do the First Day?

- Observe the teaching procedures followed by the supervising teacher, taking note of the general routine.
- Become familiar with available instructional materials.
- Make a special effort to become acquainted with the pupils, learning as many names as possible.
- Participate in teaching activities with small groups of pupils or with individual pupils if prepared to do so.
- Identify areas in which plans can be made for immediate participation with individuals or small groups.

THE STUDENT TEACHER ASSUMES RESPONSIBILITY

"Nothing succeeds like success." Trite as it is, this saying is never more sharply demonstrated than in student teaching. If first experiences of the student teacher are so delineated and so guided that he feels successful, subsequent responsibilities pose much less threat to him. On the other hand, failure in his initial experiences can produce trauma that will make it all but impossible for him to ever achieve a satisfactory operational level.

What Are Some of the Responsibilities a Student Teacher May Assume During the First Week or Weeks?[4]

During the first week or weeks, the student teacher should have many opportunities to work with pupils in classroom situations under the direction of the supervising teacher. These experiences will provide for a gradual increase in the amount and quality of participation. The student teacher should be carefully inducted into teaching by assuming responsibility for—

- Acquiring background information on the pupils with whom he will be working.
- Obtaining an understanding of the school situation, the school program, physical surroundings and facilities, and the responsibility of the teachers to the school, community, and profession.
- Gaining increased skill in developing and maintaining group control and in fostering self-discipline on the part of individual pupils.
- Obtaining experience in performing satisfactorily the routine tasks which are normally the responsibility of a classroom teacher.
- Engaging in a wide range of professional activities, including—
  - Becoming familiar with available instructional media.
  - Observing particular pupils for specific reasons.
  - Arranging bulletin boards and displays.
  - Supervising individual or group study.
  - Helping with individual and small-group instruction.
  - Handling matters that pertain to classroom management.
  - Keeping an attendance register.
  - Directing specific activities with or without the supervising teacher in the room.
  - Making daily plans and unit plans.

How Rapidly Can the Student Teacher Assume Responsibility?

The principle of readiness is applied in determining when a student teacher should be given specific responsibilities. Student teachers as well

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[4] Adapted from *Guidelines for Student Teaching in Florida.* Tallahassee, Fla.: State Department of Education, 1966.

as children are individuals with individual differences, and the delegation of responsibility to them should take into account the following:

- Remember that the student teacher is a beginner.
- The teaching experiences of the student teacher should be planned so that he has guidance in the various aspects of instruction for which the supervising teacher is responsible.
- Responsibility should be given to the student teacher in a staggered sequence, the time allotment being determined by the demonstrated competence of the student teacher in meeting the demands of the various situations.
- Toward the end of his assignment the student teacher should have acquired the necessary competence and confidence to assume full teaching responsibility for a day or several days.

What Are Some Personal Qualities That the Supervising Teacher Can Emphasize with the Student Teacher?

- The supervising teacher should emphasize through his own behavior the importance of openness to change. He should encourage the student teacher to be constantly on the alert for new ideas that conceivably can improve the quality of his teaching.[5]
- Utilizing the "wholeness" of the student teaching experience, the supervising teacher should stress with the student teacher the importance of being broadly tolerant in his relationships with others.[6]
- Through the ways he teaches, the supervising teacher should demonstrate his beliefs in democratic values and encourage the student teacher to reflect upon and practice the values of democracy.[7]
- By successfully creating for pupils a stimulating intellectual atmosphere, the supervising teacher should encourage the student teacher to appraise his own background knowledge and related experience and become increasingly more capable of assuming responsibility for his own learning.
- The supervising teacher, through his own pattern of teaching, should help the student teacher develop a zeal for teaching that would become reflected by the student teacher in—

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[5] Edwards, Karl D. "Competencies of the Supervising Teacher." *Professional Growth Inservice of the Supervising Teacher.* Forty-Fifth Yearbook. Washington, D.C.: Association for Student Teaching, 1966. p. 31.

[6] Boykin, Leander L. "Principles of Evaluating in Student Teaching." *Evaluating Student Teaching: A Forward Look at Theories and Practices.* Thirty-Ninth Yearbook. Washington, D.C.: Association for Student Teaching, 1960. p. 24.

[7] *Ibid.*

The manner in which he works with pupils.
The prompt and punctual assumption of delegated responsibilities.
The appropriateness of dress and personal grooming.

What Is the Role of the Student Teacher While His Supervising Teacher Is Teaching?

The student teacher, from his initial entry to the student teaching center, is establishing himself as a teacher. He should not assume a passive role while the supervising teacher is teaching. He should be encouraged to take part in the discussions and activities whenever this is feasible and be responsible for a professional analysis of the procedures that are being demonstrated by the supervising teacher.

What Is the Role of the Supervising Teacher While the Student Teacher Is Teaching?

The teacher should be a part of the group without detracting from the student teacher's role. He should also feel free to take part in the discussions and activities of the group. He should be responsible for a professional analysis of the developing skills, insights, and understandings that are being demonstrated by the student teacher.

THE STUDENT TEACHER, THE SUPERVISING TEACHER, AND THE COLLEGE SUPERVISOR PLAN

In experiences which the student teacher has had prior to student teaching, both the importance of planning and the skills of planning undoubtedly have been stressed. It is in the student teaching assignment, however, that the student has the opportunity of making real and vital the theoretical instruction he has received in regard to planning.[8] It is important that the supervising teacher and the college supervisor provide the quality of guidance that will stress the proper relationship between theory and practice. If the ultimate aim of the student teaching experience is to make the student teacher a student of teaching, then the focus of all experience with planning is, as Dewey says, primarily with reference to its reaction upon the professional pupil in making him a thoughtful and alert student of education, rather than helping him get immediate proficiency.[9]

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[8] Dewey, John. "Relationship of Theory to Practice in Education." *The Relation of Theory to Practice in the Education of Teachers.* (Edited by Charles A. McMurry.) Third Yearbook, Part I, National Society for the Study of Education. Chicago: University of Chicago Press, 1904. p. 9.

[9] *Ibid.*, p. 15.

How Should the College Supervisor Be Involved in Planning To Be Done by the Student Teacher?

- Working with the student teacher and the supervising teacher, the college supervisor should seek agreement on a structure that the student teacher will use in making both daily and block plans. The approved structure should include provisions for the following:

  Framework—Why was this activity chosen? What is the task to be accomplished?

  Purpose—The student teacher sets up his goals in terms of what he hopes to do and what the pupils will be expected to gain.

  Procedures—The student teacher considers how he will introduce the activity, involve the pupils, and organize to accomplish the purposes.

  Materials—The student teacher examines and prepares appropriate materials.

  Evaluation—The student teacher plans ways of evaluating and the kinds of evidence to obtain. After teaching, he evaluates the evidence and assesses the strengths and weaknesses of his own teaching.

- Plans developed by the student teacher should be reviewed by the college supervisor with relevant reactions both to the student teacher and to the supervising teacher regarding ways and means of strengthening the student teacher's skill in planning and evaluating.

How Can the Supervising Teacher Work with the Student Teacher in Making Plans?

- Planning should be done cooperatively, with both supervising teacher and student teacher suggesting activities and ways of working with pupils.
- The supervising teacher should acquaint the student teacher with his yearly plans, reviewing developments that occurred before the arrival of the student teacher and projecting developments that will likely occur after he leaves.
- The supervising teacher should explain his procedures for pupil-teacher planning.
- The supervising teacher should review the teaching plans made by the student teacher, raising appropriate questions and making helpful suggestions.
- The supervising teacher should provide evaluative sessions in which the student teacher gains skill in judging the effectiveness of his plans.

How Can the Supervising Teacher Help the Student Teacher Gain Skill in Developing Plans?

- The supervising teacher should make certain that the student teacher has submitted his plans for constructive criticism far enough in advance of the teaching commitment for the student teacher to revise plans as necessary, incorporating appropriate suggestions.
- The supervising teacher should project with the student teacher a sequence of varied responsibilities that will enable the student teacher to become involved gradually in all aspects of the program.
- The supervising teacher should encourage the student teacher to use his initiative and creativity by giving him the freedom, within acceptable limits, to initiate practices and procedures not customarily followed by the supervising teacher.

How Can the Supervising Teacher Help the Student Teacher To Plan with Pupils?

- The supervising teacher should stress to the student teacher the importance of pupil-teacher planning.
- The supervising teacher should discuss ways in which the pupils may be given choices.
- The supervising teacher should help the student teacher to follow through on pupils' questions and suggestions.
- The supervising teacher should identify specific situations in which the student teacher will be responsible for pupil-teacher planning and give the necessary guidance to assure his successful performance.

GUIDING THE STUDENT TEACHER'S GROWTH IN USING THE EVALUATIVE PROCESS

How well a student teacher is performing is reflected in the evidence that the pupils under his guidance are making desirable progress. Student teaching should provide ample opportunities for the student teacher to deepen his understandings and skills of evaluation procedures.

How Can the Supervising Teacher Emphasize the Importance of Evaluation?

As the supervising teacher utilizes the evaluative process in his interaction with both pupils and student teacher, he demonstrates that—

- Evaluation is an integral part of the teaching-learning process.
- Evaluation is based upon a particular set of objectives.

- Evaluation stresses the importance of the cooperative participation of all individuals involved in the learning process.
- Evaluation requires adequate recording of pertinent data and careful analysis and interpretation of such data.
- Evaluation gives direction to next steps.

What Are Some Guidelines for Evaluating the Teaching Experience That Could be Suggested to the Student Teacher?

In his analysis of his own teaching and also in his analysis of the student teacher's performance, the supervising teacher should demonstrate his concern to appraise such experiences by seeking answers to the following questions:

- Were my purposes, as stated, realistic for the situation?
- To what extent had I accurately anticipated pupil purposes?
- Did I have the necessary material organized and available when needed?
- What enthusiasm for learning, if any, was exhibited by the pupils?
- What did I do to contribute to the success of the experience?
- What did I do that caused me to feel unsuccessful?
- What direction must I take in planning next steps?

What Techniques for Evaluating Pupil Progress Should the Student Teacher Become Skilled in Using?

Under the guidance of the supervising teacher, the student teacher should become increasingly skilled in taking into account all observable changes in pupils, both in the mastery of subject matter and in the development of mental processes. He should become able to discriminate in given situations as to the appropriateness of data collected through such evaluative devices as the following:

- Teacher-made tests
- Standardized achievement tests
- Directed observation
- Individual conferences
- Group conferences
- Anecdotal records
- Sociograms
- Inventories
- Behavior journals.

THE USE OF CONFERENCES

The student teaching experience needs to be undergirded with a strong conference structure. It is in this phase of student teaching that the student teacher receives the individual guidance from experienced, competent, professional persons that gives direction to his becoming a student of teaching. It is through the conference that the student is enabled to analyze his growing understanding of the relationship between theory and practice. In many significant ways the conference becomes the testing ground in which the student teacher organizes, synthesizes, and assimilates the experiences of student teaching. Herein the supervising teacher and the college supervisor capitalize upon their opportunity to make the student teacher thoughtful about his work rather than inducing in him a recognition that certain special methods are good and certain other special methods are bad.[10]

What Are Some Guidelines for Holding Effective Conferences?

- The setting of the conference should be in a place where a minimum of interruption will occur.
- The place of the conference and the time allotment should be planned in advance.
- Relationships among those involved should encourage a free flow of ideas that will foster in the student teacher a spirit of inquiry, making him thoughtful about his work in the light of principles.
- Analysis of the student teacher's performance should be constructive, with emphasis upon his strengths.
- Analysis of the student teacher's performance should be kept problem-centered.
- The conference should result in the student teacher feeling that he has received professional help on needs which he has identified.
- The conference should contribute to the ability of the student teacher to become increasingly self-directive.
- Those involved in the conference should accept the responsibility for bringing to the conference pertinent data and materials on the topics to be discussed.

What Kinds of Topics and Situations Are Discussed in the Conference?

- Through conferences the student teacher should be given adequate orientation to school policy in regard to such matters as curriculum organization, utilization of instructional materials and teaching aids, and compilation and use of cumulative records.

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[10] *Ibid.*, p. 27.

- The teaching procedures demonstrated by the supervising teacher should be analyzed cooperatively by the student teacher and the supervising teacher to identify purpose and effectiveness of method.
- Problems relevant to the behavior of pupils should be identified and analyzed.
- The student teacher's performance in fulfilling assigned responsibilities should be analyzed and specific suggestions made for improving identified weaknesses.
- A projection should be made of commitments to be assumed by the student teacher, with some specificity in terms of—

  Types of plans to be prepared.

  Materials and equipment to be utilized.

  Matters of personal effectiveness to be stressed—pitch of voice, quality of English, rapport with pupils, phrasing of directions or questions.

  Anticipated contribution of the experience to the growth of the student teacher.

How Often Should Conferences Be Scheduled?

While the cooperating college may have its own general organization and specific arrangements for conferences, it is well for the supervising teacher to be prepared to schedule—

- A planned conference between the student teacher and college supervisor during each visitation by the supervisor.
- Three-way conferences of student teacher, supervising teacher, and college supervisor as often as possible.
- Daily conferences of short duration in which the student teacher and the supervising teacher develop the "teamwork spirit" of the student teaching assignment, sharing ideas of how best to proceed in specific situations.
- Planned conferences on at least a weekly basis during which the supervising teacher and the student teacher seek to evaluate cooperatively the student teacher's competence in terms of strengths and weaknesses as exhibited by his performance and to plan ways to follow through on agreements reached in the conference.

RESPONSIBILITY FOR REPORTS AND RECORDS

Each cooperating college requires some form of written reports from its student teachers. The form of these records may vary widely among different institutions. Each institution designs specific requirements in terms of its purposes, philosophy, and the amount and type of laboratory experiences provided for the student prior to the student teaching experience.

Similarly, the reports which the supervising teacher is asked to complete may vary in form as he works with students from different institutions. Most colleges are aware of the many responsibilities of the supervising teacher and keep formal reporting required of him at the minimum necessary to obtain the essential professional information about the progress of the student teacher.

What Is the Responsibility of the College Supervisor in Keeping Communication Channels Open?

- Prior to the arrival of the student teacher, the college supervisor should provide the supervising teacher with full information about all written records expected from the student teacher and supervising teacher.
- As the student teaching experience develops, the college supervisor should be available to clarify for the supervising teacher and student teacher the purpose, nature, and any prescribed form of the required records.

What Areas of Concern Are Usually Included in Written Records Required of the Student Teacher?

The student teacher is usually required to keep written records revealing his analysis of the student teaching experience. The central purpose of such reporting is to help the student become more proficient in self-evaluation. Some areas of progress which may be considered are listed below. The list, however, is neither prescriptive nor comprehensive.

Meeting Personal Problems

- Health
- Manner of dress
- Cooperation with school personnel and parents
- Dependability and punctuality
- Acceptance of constructive criticism
- Communication skills as demonstrated both orally and in writing

Understanding Children and Youth

- Knowledge of characteristics and developmental needs of the age group with which he works
- Compilation of background information on each pupil
- Meeting the needs of individual pupils—physiological, emotional, social, and intellectual
- Establishing rapport with pupils
- Developing and maintaining group control

Developing Relationships with the Community

- Compilation of background information on the school community
- Views of community as a source for various fields trips
- Alertness to situations where community personnel can be invited to school to serve as resource persons
- Use of source materials from community publications
- Observation of or participation in parent-teacher conferences
- Participation, where possible, in community groups and organizations

Planning, Developing, and Evaluating Effective Learning Experiences for and with Pupils

- Establishment of specific purposes, goals, concepts
- Choice of material appropriate to the maturity level of the pupils
- Choice of activities which will achieve the defined purposes and be interesting and challenging to the pupils
- Anticipation of possible pupil reactions
- Encouragement of pupils to participate in planning and evaluating
- Use of a variety of techniques in evaluating pupil progress
- Building of content background both for self and for pupils
- Skills in compiling and using records and reports

Developing Professional Attitudes

- Development of professional relationships with school personnel and pupils
- Acceptance of professional obligations for attending and participating in professional meetings
- Participation in community functions
- Use of professional readings and materials
- Enthusiasm for teaching

How Can the Supervising Teacher Help the Student Teacher with Written Records?

The preparation of the written records and reports required of the student teacher is primarily the responsibility of the student teacher, not the supervising teacher. The content of such recording, however, is a most valuable source through which the supervising teacher secures supportive evidence of ways and means of guiding the student teaching process.

- The supervising teacher should make sure that the student teacher has access to books, records, and other data needed in the preparation of written reports.
- The supervising teacher should provide conference time for discussion of problems which the student teacher has identified in the written records.
- The supervising teacher should indicate to the college supervisor ways in which the written records can be utilized more effectively in fostering in the student teacher increasing insight into the teaching-learning process.

What Kinds of Reports Is the Supervising Teacher Usually Asked To Complete?

- The supervising teacher is usually asked to make constructive comments on the written records prepared by the student teacher.
- The supervising teacher is usually asked to submit to the college supervisor toward the end of the student teaching assignment a summary statement of the student teacher's progress during the assignment.
- The supervising teacher is often asked by the placement bureau of the cooperating college to write a recommendation concerning the student teacher's competence for teaching in a given teaching field.

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